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ABSTRACT

This guide was prepared to assist Pennsylvania schools and communities in the development of comprehensive emergency plans. Procedures for identifying and responding to potential community and school emergency situations are presented. A plan for developing and organizing mass care centers utilizing school and community facilities and resources is recommended in the event of major community-wide emergencies. Guidelines for organizing an emergency administrative staff are provided, as well as descriptions of the major duties and functions of each position. Procedures are suggested for responding to hazardous weather conditions, utility emergencies, bomb threats, demonstrations, hazardous materials problems, nuclear emergencies, and serious injury and illness. (JEH)

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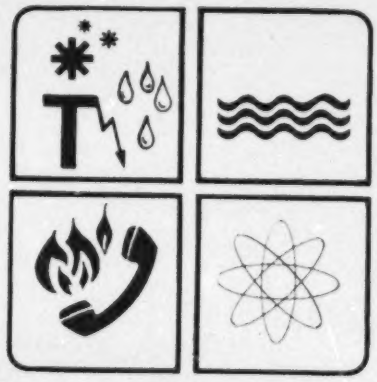
SCHOOL EMERGENCY PLANNING GUIDE



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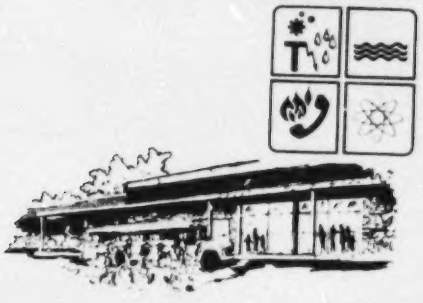

Written and edited by:
Harry J. Benedetto

JAN 1 6 1981

COMMONWEALTH OF PENNSYLVANIA
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Don's knowledge of mechanical engineering and general facilities safety and Ed's meteorology background have proven invaluable to the construction of the "School Emergency Planning Guide."

TABLE OF CONTENTS

	Page
STATE RESOLUTION	1
HOUSE RESOLUTION 212	2
INTRODUCTION	4
HAZARD ANALYSIS QUESTIONNAIRE	5
CONTINUITY OF ADMINISTRATION	6
POTENTIALLY HAZARDOUS WEATHER CONDITIONS	8
FLOOD	11
MASS CARE	12
EMERGENCY ALTERNATIVE EDUCATION	17
ENERGY MANAGEMENT	19
UTILITY EMERGENCIES	22
BOMB THREATS	23
FIRE	23
DISTURBANCES OR DEMONSTRATIONS	25
HAZARDOUS MATERIALS INCIDENT	26
NUCLEAR EMERGENCY	26
SERIOUS INJURY OR ILLNESS	28
SUGGESTIONS FOR PLAN (SUMMARY)	29
RESOURCES	30

Senate of Pennsylvania

HARRISBURG, PA.

OFFICE OF THE SECRETARY

Resolution

In the Senate, January 31, 1978

Whereas, The possibility exists that further emergency school closings due to energy shortages, or natural disasters will occur in the future; and

Whereas, The Pennsylvania Department of Education currently has the capability to facilitate communications between the State, intermediate units and local school districts; therefore be it

Resolved, That the Senate of the Commonwealth of Pennsylvania urges the Pennsylvania Department of Education and the various intermediate units to work together, and in conjunction with local school districts to provide for the continuation of instruction of public school students in the event that an emergency situation prevents the opening of public schools for three or more days; and be it further

Resolved, That such a plan should provide for the utilization of such State and local resources as may be appropriate to the circumstances; these resources should include, but not be limited to: use of alternative instruction sites; consolidation of instruction sites; development and implementation of individualized instruction programs; use of telecommunication devices for home instruction; and the use of public and private media for instructional purposes.

I certify that the foregoing is a true and correct copy of Senate Resolution Serial No. 71, introduced by Senator Jeanette F. Reibman, and adopted by the Senate of Pennsylvania the eighth day of March, one thousand nine hundred and seventy-eight.

Mark Gruell, Jr.

Mark Gruell, Jr.
Secretary
Senate of Pennsylvania

PRIOR PRINTER'S NO. 3115 **Printer's No. 3261**

THE GENERAL ASSEMBLY OF PENNSYLVANIA

HOUSE RESOLUTION

No. 212 Session of 1980

INTRODUCED BY MESSRS. J. L. WRIGHT, MANMILLER, PICCOLA, YAHNER, STUBAN, COHEN, KLINGAMAN, McKELVEY, RAPPAPORT, REED, DORR, A. C. FOSTER, JR., BARBER, WENGER, FREIND, HOEHLMANN, HOEFFEL AND COWELL, MARCH 18, 1980

AS REPORTED FROM COMMITTEE ON RULES, HOUSE OF REPRESENTATIVES, AS AMENDED, APRIL 29, 1980

In the House of Representatives, March 18, 1980

WHEREAS, The House Select Committee - TMI found that the evacuation of persons in the area of a nuclear emergency would require the use of extensive temporary transportation equipment and housing facilities; and

WHEREAS, The committee found that the public school system of the Commonwealth could provide significant transportation and temporary housing facilities; and

WHEREAS, The committee feels that, since nuclear power will be one of the sources of energy in this country for at least the foreseeable future, educational programs on nuclear energy in the public school system would be beneficial to all the citizens of the Commonwealth; and

WHEREAS, The committee found that the advance availability to the general public of educational information concerning nuclear energy and emergency preparedness would possibly have lessened the confusion and misunderstandings which occurred during the

TMI incident; therefore be it

RESOLVED, That the House of Representatives urge the Department of Education to adopt plans to have available to the appropriate emergency preparedness agencies necessary school buses, school buildings and school equipment for use in the case of required evacuation; and be it further

RESOLVED, That the Department of Education implement a plan requiring educational programs in the public school system of the Commonwealth relative to nuclear energy, radiation and emergency preparedness; and be it further

RESOLVED, That the Department of Education, and the Pennsylvania Emergency Management Agency, with the cooperation of the Public Utility Commission, review and plan to provide educational information concerning nuclear emergencies through the use of facilities of the power and communications utilities operating in the Commonwealth, including the use of information booklets in utility bills and information pages in telephone directories; and be it further

RESOLVED, THAT THE HOUSE OF REPRESENTATIVES REQUESTS THE SECRETARY OF THE PENNSYLVANIA DEPARTMENT OF EDUCATION, THE DIRECTOR OF THE PENNSYLVANIA EMERGENCY MANAGEMENT AGENCY AND THE CHAIRMAN OF THE PENNSYLVANIA PUBLIC UTILITY COMMISSION TO INDICATE TO THE CHAIRMAN OF THE SELECT COMMITTEE ON THREE MILE ISLAND, IN WRITING WITHIN 30 DAYS FOLLOWING RECEIPT OF A COPY OF THIS RESOLUTION, THE STATUS OF THE RECOMMENDATIONS SET FORTH HEREIN; AND BE IT FURTHER

RESOLVED, That a copy of this resolution be transmitted to the Governor, the Secretary of Education, the Director of the Pennsylvania Emergency Management Agency and the Chairman of the Public Utility Commission.

C3L66DGS/19800H0212R3261

INTRODUCTION

The Pennsylvania Department of Education in conjunction with several other state agencies has developed this reference guide for Pennsylvania school administrators.

The objectives of the planning guide are:

To alert school personnel to the need for emergency preparedness and planning.

To help prepare an emergency plan for each attendance center within the district.

To stimulate the development of a system for staff training and evaluation of school emergency procedure.

To encourage the inclusion of safety concepts in the curriculum and alternative education during times of emergency.

Throughout the **School Emergency Planning Guide** there are frequent references to teams and committees. We recognize that in school districts of average size or smaller it would be difficult to have separate teams for each section of the guide. Local discretion must be used to determine the practicality of assigned functions relative to the district's safety priorities. In some instances functions can be assigned to individuals, without forming a committee or team. As long as assigned tasks can be properly completed, this approach in smaller districts may be the most feasible procedure.

Developing a comprehensive emergency plan is a comparatively new and unusual role for school districts. Emergencies have little to do with the school's initial mission of educating children. However, during an emergency situation the prime consideration is the protection of life, limb and property. The existence of a well thought-out and documented emergency plan will provide a greater measure of safety for the children in the school's charge and provide immeasurable relief to citizens of the community in terms of housing and feeding in the event of extreme disaster.

The following is a list of recommendations designed to identify major stepping stones in the development of a comprehensive emergency plan. The list is merely a document for preplanning purposes. Each component will necessarily be expanded in detail to best serve the responsibility identified.

1. Local school board resolution.
2. Identify responsible person to coordinate emergency program development.
3. Seek out the most appropriate resources and expert help.
4. Program development should be part of and in concert with state and local emergency plans.
5. The compiled information of an emergency plan should be a clearly documented collection of systematic strategies designed to lessen or nullify the impact of emergencies.
6. Review plan with local Pennsylvania Emergency Management Agency organization, police and other local officials.
7. Obtain legal advice with regard to liabilities.
8. Acquire local board approval of school emergency plan.
9. Apprise the community of plan particulars.
10. Have practice drills as prescribed by the approved emergency plan.
11. Incorporate evaluation procedures to improve the efficiency of drills and warning systems.
12. In-service administrators, teachers, maintenance personnel and students in emergency preparedness.
13. Develop emergency training curricula.
14. Do not neglect to include recovery procedures in the development of an emergency plan.

An effective plan cannot be done for you. Each district is unique and should design a plan that works best for it. The intent of this document is to provide those that are charged with the safety of our children with some guidelines and approaches to emergency preparedness. The School Emergency Planning Guide in no way exhausts the resources available to you and is given for your use in part or in its entirety.

In our modern condition laced with hazardous materials, nuclear incidents, fires, bomb threats and recurring natural disasters, it is obvious that there is an imperative need for comprehensive school emergency planning.

HAZARD ANALYSIS QUESTIONNAIRE

Possible hazards that may exist in a community are listed below. More than one hazard may exist in one location and some hazards may be dependent on other hazards. As an example, bulk storage tanks of gasoline or propane gas may be located adjacent to a railroad. Other factors to consider are the density of population, the type of nearby structures, access to the area, drainage systems, etc. In other words, **what is the potential of a hazard becoming a disaster**?

Based upon this analysis, using the number 0-5, enter the degree to which a hazard might become a disaster in each blank – 0 meaning not likely to happen and 5 meaning it has happened before or is very likely to happen. The completed list will provide a means of comparing the potential of listed hazards. Consideration should be given to the consequence of a particular occurrence. Frequency of occurrence may establish a priority, on the other hand the severity of the incident may establish still another priority. The ramifications of a snow storm as opposed to a flood or a nuclear incident are obvious.

A rating of 5 should include a brief description of specifics.

I. Natural and Environmental

_____A. Earthquakes

_____B. Floods

_____C. Tornadoes

_____D. Blizzards or Very Heavy Snowstorms

_____E. Ice Storms

_____F. Landslides

_____G. Forest or Brush Fires

_____H. Land Subsidence (cave-ins)

_____I. Droughts

_____J. Severe Wind Storms

II. Industry

A. Fuel

_____1. Gasoline Bulk Storage Tanks

_____2. Propane Bulk Storage Tanks

_____3. Underground Gas Storage (bed-rock)

_____4. Underground Gas Mains

_____5. Main Trunk Lines (Gasoline, Crude Oil, etc.)

_____6. Other _____

B. Hazardous Chemical Factories and/or Storage

_____1. Fireworks or Explosives

_____2. Oxygen and Acetylene

_____3. Poisonous Chemicals

_____4. Compressed Gases

_____5. Other _____

III. Radiation

_____A. Nuclear Power Plants (within 10 miles)

_____B. Radioactive Waste Disposal Site Near-by

_____C. Nuclear Fuel Recovery Plant Near-by

_____D. Nuclear Research

_____E. Nuclear Fuel Processing Plants

_____F. Strategic Weapons (Missile Station or Storage)

_____G. Commercial Users (Hospitals)

_____H. Other _____

IV. Medical/Health

_____A. Extreme Smog

_____B. Epidemic

_____C. Water Pollution

_____D. Mass Poisoning

_____E. Rodents

_____F. Other _____

V. Domestic

_____A. Power Failures

_____B. Water Shortage

_____C. Fuel Shortage

_____D. Food Shortage

_____E. Civil Disturbances

_____F. Large Fires

_____G. Other _____

VI. Transit Hazards

____A. Railroads

____B. Highways

____C. Airports or Flyways

____D. Freight Terminals

____E. River Barges

CONTINUITY OF ADMINISTRATION

The purpose of a structure for administrative continuity is to provide a well-known and accepted chain of command. Emergencies require spontaneous decisions and immediate action. Too often those who have the ability to function rationally under stress do not have the authority to make action decisions.

The lack of decisive or immediate action that frequently occurs during emergencies is primarily due to the absence of established and recognized roles of responsibilities and authority. An assigned responsibility should also have the associated authority to affect action as well as the identified boundaries within which authority begins and ends.

The kind, urgency and magnitude of any emergency that is imminent will most often determine the extent or limitation of authority. It is obvious that the superintendent of schools will decide when schools should be closed due to inclement weather. It is obvious that the principal will supervise the orderly evacuation of a school building in the event of fire. **However, when the Governor declares a regional or statewide emergency, leadership and coordination of activities and services relative to the closing or evacuation of schools will originate from the state government through PEMA to the county emergency management director to the superintendents of the respective school districts.**

It has become evident from the recent experiences of flood oil embargo, natural gas crisis, severe winters and the nuclear incident, that the state must provide leadership, direction and effective communication in order to coordinate the flow of services to local districts and assist local officials in the expeditious performance of their tasks.

Under any condition the first responsibility of a school district is the safety of its students. Regardless of what authority is in control the staff of a school district, both administrative and teaching, are not absolved of the responsibility of seeing to the safety of their children. The safety of the children is prime and continuous while in the custody of school authority and until such time as the children are released to the parents or to some other responsible and authorized person or agency.

Local

During an emergency, a chain of command should be established and kept up-to-date. We suggest that the title or position be designated rather than the name of a particular individual. This insures continuity regardless of personnel changes should a disaster occur. We suggest the following:

1. In the case of a districtwide emergency situation, the decision will be made by the **superintendent** of schools.

School telephone _____

Home telephone _____

In the absence of the school superintendent, the following administrators, in sequence, shall be contacted for decision-making purposes:

a. **Assistant superintendent**

School telephone _____

Home telephone _____

b. **Other**

School telephone _____

Home telephone _____

2. In the case of a school building emergency situation, the decisions will be made by the school **principals**.

School telephone _____

Home telephone _____

In the absence of the school principal, the following administrators, in sequence, shall be contacted for decision-making purposes:

a. **Assistant principal**

School telephone _____

Home telephone _____

b. **Other**

School telephone _____

Home telephone _____

c. **Other**

School telephone _____

Home telephone _____

You may decide on a procedure different from the preceding examples, but be sure you develop some kind of chain of command. When disaster strikes, someone will be called upon to make decisions. They will also have to provide the answers following the emergency.

Emergency Responsibilities PDE

Assigned responsibilities are related to emergency situations and are in addition to normal day-to-day activities.

1. Mitigation Activities

Develop in coordination with the Pennsylvania Emergency Management Agency, materials designed to educate school students, faculty, school administration and the general public in response to disasters.

2. Preparedness Activities

a. Maintain plans and procedures for the implementation of assigned emergency response activities.
b. Maintain plans and procedures for the emergency evacuation of department facilities to include dissemination of alert information to employes, implementation of evacuation plans and designation of key personnel to maintain essential department functions.

c. Designate key personnel as emergency response team members to report to the Emergency Operations Center, Pennsylvania Emergency Management Agency during any emergency situation that would require the EOC to be manned.
d. Provide assistance to educational institution administrators in the development of uniform procedures for response to disasters.
e. Provide for the development of a resource inventory for the region(s) affected by the emergency (i.e., buildings, buses, special expertise and/or communication systems available).
f. Provide to Pennsylvania Emergency Management Agency interpretation and/or recommendations as may be required by law to provide for safety and welfare of students in school and/or providing for the transport of those children to home or other facilities.
g. Consult with and serve as liaison between county and state organizations and the public and private school systems, in both basic and higher education.

3. Emergency Response Activities

a. Designate names of persons who will constitute PDE Emergency Response Team members who will be able to conduct 24-hour operations at the State Emergency Operation Center. The list should be extensive enough to allow for 24-hour manning of the EOC throughout the emergency.
b. Collect and report, to the Pennsylvania Emergency Management Agency, information on and damage to and disruption of public and private educational facilities and systems.
c. Designate names of persons to coordinate the operation of the statewide educational communication system. This communication system will be directed at PDE headquarters.
d. Designate persons to coordinate mass transportation and assist PEMA authorities to effectively use the statewide school bus fleet. This coordinating function will be directed by PDE with cooperation at PDE station at EOC.
e. Designate persons to coordinate and work with PEMA authorities to effectively use the public school buildings and coordinate their availability to be used as mass care centers. This function will be directed from the State EOC.
f. Designate persons to coordinate the availability and location of food supplies that could be used during an emergency situation at mass care centers. This function will be directed from the State EOC.
g. Plan dismissal of schools that are in target or disaster area. Plan dismissal of schools whose facilities might be used in evacuation efforts for mass care centers. This is to be undertaken by PDE coordinator at EOC.

4. Recovery Activities

a. Determine when to open schools closed during the disaster.
b. Coordinate the use of the statewide school bus fleet to return those evacuated to their homes when designated.
c. Determine what damage was done to public school facilities during the disaster and request relief from those agencies capable of providing relief.
d. Investigate relief for those schools closed during the emergency from the 180-day requirement.
e. Supply, as requested by the Pennsylvania Emergency Management Agency, professional engineering assistance for educational facility damage surveys and reporting activities which are prerequisite to the preparation and filing of Federal Disaster Assistance Project Applications, to include assistance in the inspection of completed repair and replacement work.
f. Prepare and submit or assist in the preparation and submission, of Federal Disaster Assistance Project Applications filed by or on behalf of state and private non-profit educational institutions.
g. Prepare and submit, or assist in the preparation and submission, of applications for specialized educational assistance grants sometimes authorized in disaster situations.
h. Supply, as requested by county and local agencies, professional advice and assistance in the development of specialized training programs designed to assist disaster victims in gaining job skills for re-employment.

During any situation that has been declared a state of emergency by the Governor the following officials should be contacted for the latest information, assistance and/or direction.

Phone	
717-787-5820	Secretary of Education
717-787-2127	Commissioner for Basic Education
717-787-7808	Director of the Bureau of Management Support Services
_____	Emergency Planning Coordinator
_____	PEMA
_____	Education Emergency Response Team

Summary Check List

Staff and Assignments

Administrative Staff

The following emergency administrative staff have been identified. The responsible staff members are oriented and know their responsibilities. (For details of function see section on Mass Care and Emergency Administration. Page 12-15).

The selected and oriented:

- Executive officer _____
- Assistant executive officer _____
- Personnel officer _____
- Communication officer _____
- Transportation officer _____
- Maintenance officer _____
- Cafeteria officer _____
- Dormitory officer _____

- Recreation officer _____
- Curriculum officer _____
- Medical officer _____

Emergency Task Assignments

- Coordinator of administrative staff _____
- Emergency operation plan _____
- Continuity _____
- Staffing _____
- Legal _____
- Fallout protection _____
- Radiological services _____
- Fire prevention and control _____
- Precaution _____
- Care and treatment _____
- Training _____

Other Considerations

- Location of PEMA: county, local _____
- Township supervisors _____
- Police _____
- Rescue _____
- Fire companies _____
- Doctor _____
- Hospital _____
- Red Cross _____
- Salvation Army _____
- Radio and television stations, newspapers _____
- Weather service _____
- Electric company _____
- Telephone company _____
- Heavy equipment, water and fuel storage _____

Agreements and Surveys

- Survey of resources and need _____
- Survey of personnel with special training _____
- Mass care letter of agreement _____

POTENTIALLY HAZARDOUS WEATHER CONDITIONS

There are many hazardous weather phenomena that occur within the geographical boundaries of the Commonwealth of Pennsylvania and, depending upon the severity of these weather phenomena, could very well threaten the lives of students and cause severe damage to schools.

The safeguarding of the children's safety and life is paramount and must therefore be given the highest priority whenever hazardous weather is forecasted.

Perhaps, the best source of information concerning the forecast of hazardous weather for superintendents and principals of schools is the National Oceanic and Atmospheric Administration, National Weather Service, Weather Radio Network.

The National Weather Service is responsible for providing weather service to the entire nation. Since this responsibility is somewhat problematic, it is understandable that the National Weather Service may not be able to reach over 200 million people personally. Since each telephone call cannot be answered personally, the National Weather Service provides the latest official weather information broadcasted directly from their offices. These broadcasts should be within listening range of over 90 percent of all the citizens of the Commonwealth of Pennsylvania.

Therefore, in order for school officials to be aware of the latest weather conditions and possible hazardous weather forecasts, the National Weather Service provides continuous weather broadcasts on the NOAA Weather Radio Network across the Commonwealth and provides the latest official weather information.

There are nine NOAA Weather Radio Network transmitters located throughout the Commonwealth and their locations and frequencies are provided for your information:

Location	Frequency	Location	Frequency
Allentown	162.40 Mh2	Philadelphia	162.475 Mh2
Clearfield	162.55 Mh2	Pittsburgh	162.55 Mh2
Erie	162.40 Mh2	Wilkes-Barre	162.55 Mh2
Harrisburg	162.55 Mh2	Williamsport	162.40 Mh2
Johnstown	162.40 Mh22		

During severe weather or flood conditions the routine weather broadcast will be interrupted by a special tone alert which will activate specially designed receivers and then the special WATCH or WARNING concerning hazardous weather information will be broadcast.

Receivers that will enable school officials to be aware of the latest weather information and receive immediate notification of impending hazardous weather that may endanger the lives of students and faculty are relatively inexpensive and may be purchased at any electronic store at an approximate cost of $40 and up. This model will, of course, contain the special tone feature and during emergency weather conditions will come on automatically to inform school officials of current weather conditions and forecasts. Immediate releases are prepared and issued for the following:

1. **Weather Watch** — issued to alert people that conditions are organizing that might cause some type of severe weather or flooding. This is used for planning purposes only and should not be confused with a weather warning.

2. **Weather Warning** — issued whenever severe weather or flooding is imminent or is occuring. Immediate steps should be taken to preserve the safety of all students and faculty.
3. **Statements** — issued at frequent intervals during emergency conditions to keep the public informed about the status concerning the emergency weather conditions.

Schools that have a receiver with the special tone alert feature will be alerted to any hazardous or potential hazardous weather conditions automatically and will then have sufficient time to prepare for the safety of the students. Receivers for weather reports should be of the AC/DC type that will continue to be functional in the event of local power failure.

A. Tornadoes

1. A **tornado watch** is a forecast of the possibility of one or more tornadoes in a large area. Continue normal activities but monitor radio weather reports for tornado warnings.
   a. Pennsylvania has a warning system for severe weather conditions, involving the Pennsylvania Emergency Management Agency, the Pennsylvania State Police and the National Weather Service. The notification of a weather watch or warning is done by a tone-encoded message from the nearest weather radio broadcast location through a weather-warning receiver as previously described. You can get information on buying a receiver through your local PEMA coordinator.
   b. The receiver should be plugged in and placed in a location where it will be monitored whenever the building is occupied.
   c. When a tornado watch is announced over the weather-warning receiver, the local radio station should be tuned in for updated weather information. Their frequency is _____.
   d. A predesignated responsible person should be assigned as a lookout and equipped with communication gear. (This could be someone from the custodial staff, cafeteria staff, etc.) A responsible senior-level student or a student teacher could be assigned as an assistant. This lookout should have a good, clear view of the south and west or the direction of approach of threatening weather.
   e. If at dismissal time the weather is threatening, although no official warning may have been received, consideration should be given to keeping students at school until the threatening period is over.
2. A **tornado warning** means that a tornado has been detected and may be approaching.
   a. The public warning signal — five-minute steady blast on emergency preparedness sirens — is activated. This signal may be repeated if necessary. If your community has no emergency preparedness sirens, check with local officials to determine the warning signal in your locality.
   b. **School warning signal** (established by each school) _____.

      School warning system is:

      _____

      _____

      _____

      _____
3. Staff should proceed with all students to predesignated tornado shelter areas, preferably in the basement. If no underground shelter is available, an interior hallw Avoid the lowest floor will probably be the best shelter. **Avoid** windows, as well as auditoriums, gymnasiums, or other structures with wide, free-span overheads. Determining the best available shelter is crucial to the safety of students and staff. Tornadoes come from the southwest; school rooms on the upper floors facing south and west will be hardest hit. The safest place is in the basement and interior corridors on the lowest floor that opens to the east and north, where wind force usually will be the least. The following preparations should be made:
   a. Provide definite instructions to custodians concerning their responsibilities for turning off utilities.
   b. Post tornado shelter routes in each room.
   c. Make provisions to warn all persons outside the building so they can proceed to shelter. Special provisions for the movement of handicapped students may be necessary.
   d. Make all school personnel aware of the established tornado procedures at the beginning of each school year and review the subject periodically.
   e. Give bus drivers instructions concerning procedures to follow if they see a tornado while transporting students.
   f. Conduct periodic classroom discussions about established tornado procedures.
   g. Warn students before the tornado season regarding low areas where flooding might occur and where there might be loose or downed electrical wires and danger from lightning.

B. Severe Thunderstorms

1. Public warning signal is received over radio, TV or the weather-warning receiver. Sirens are not sounded unless there is danger of a tornado.
2. School warning signal (established by each school): for example, siren, bell or horn, etc. School warning signal is as follows: _____ (for example, two short, one long, etc.)
3. If a storm occurs at dismissal time, it might be advisable to hold students until danger has passed.

C. Hurricane

Hurricanes are tropical storms with winds that reach a velocity of 73 miles per hour or greater and are usually accompanied by rain, thunder and lightning.

Hazards that may occur as a result of a hurricane's high wind velocity are:

a. Downed power lines with their associated cutoff of ventilation, heating, air conditioning, refrigeration, lighting, pumps and communication systems.
b. Falling debris such as uprooted trees, tree limbs, hanging signs, blown off roofing materials, chimneys, etc.
c. Impaired vision while driving.
d. Road blockage and traffic jams as a result of fallen debris which delays arrival of emergency vehicles such as fire trucks, ambulances, police cars and utility repair vehicles.

The hazardous weather problem in the Commonwealth as it relates to hurricanes is the associated torrential rains that may cause flooding conditions. Flood conditions will be discussed in greater detail in another section of these guidelines.

Since the National Weather Service knows the formation of a hurricane in advance and can forecast the movement of hurricanes with a high degree of accuracy it would be advisable for a school district to acquire a Weather Radio Network transmitter as described in the beginning of the hazardous weather section of this guide and follow procedures similar to those discussed in the tornado section.

D. Blizzards (Severe Snow Storms)

1. Public warning is issued by the National Weather Service through radio and TV when a blizzard (severe snow storm) is anticipated.
   a. School will be closed early so buses can deliver children to homes, if applicable.
   b. Buses will be kept in radio contact at all times. If radio contact is not available and adequate, check system should be implemented.
   c. Radio station _____ will be kept informed of the schedule or delay of buses.
2. Students should be warned of the following:
   a. To go directly home after school day.
      (1) School personnel should be aware if individual students are authorized to go to residences other than their homes.
      (2) A questionnaire should be distributed to students requesting this information from parents.
   b. To be properly dressed.
   c. To be aware of low visibility when crossing streets, etc.
3. Special provisions should be made for handicapped students.
4. School closings are determined by the superintendent of schools. In addition, notice should be given to local radio and TV stations when schools are not in session.
5. The following equipment is recommended for the school bus:
   a. Two-way radio
   b. Fire extinguisher
   c. First-aid kit
   d. Plastic scraper
   e. Shovel
   f. Sack of sand
   g. Flashlight and/or signal light (extra batteries)
   h. Tow chain or cable
   i. Rear tire chains
   j. Jumper cables
6. The bus operator should do the following:
   a. Use two-way radio to notify the superintendent or designated superior in the following situations:
      (1) If road is blocked
      (2) If bus is stuck
      (3) If bus has been in an accident
      (4) If route has to be changed
   b. Check exhaust system daily for leaks.
   c. Use regular route when possible.
   d. Arrange, during bad weather, for parents whose children have been let off bus to call next parents on route and tell them that the bus is on its way.
   e. Follow these procedures if bus is stalled:
      (1) Stay with bus.
      (2) Turn on clearance lights.
      (3) Allow the motor to run only if exhaust is cleared by air currents.
      (4) Provide ventilation by lowering windows slightly on side away from storm.
      (5) Do not panic, work slowly.
      (6) Beware of overexertion.
7. On special occasions, policy should be established covering bus trips for athletic contests, field trips, class tours.
8. Maintenance staff should follow proper procedures for "shutdown" to assure energy conservation takes place while school is closed. See the "Energy Conservation" section of this guide.
9. The building's energy supply should be monitored while the school is closed, and the supply replenished for reopening of school.

Summary Check List
Policy Statement

Policy established for dismissal of school due to potentially hazardous weather conditions

A. Policy includes: reason:

- impassable roads _____
- power failure _____
- breakdown in facilities _____

B. Policy includes procedure for notifying parents

- use of radio and/or television _____
- person or office selected to notify station _____
- identify code word verification before announcement _____

C. Policy includes recommended bus equipment

- two-way radio _____
- fire extinguisher _____
- first-aid kit _____
- plastic scraper _____
- shovel _____
- sack of sand _____
- flashlight and/or signal light (extra batteries) _____
- tow chain or cable _____
- rear tire chains _____
- jumper cable _____

D. Policy includes bus driver instruction or use of two-way radio to notify supervisor

- •road blocked _____
- •bus stuck _____
- •accident _____
- •detour _____
- •domino notification by parents _____

E. Policy includes procedures for stalled bus

- •stay with bus _____
- •turn on clearance light _____
- •run motor only if exhaust is cleared by air current _____
- •provide for proper air ventilation _____
- •caution driver on overexertion _____

F. Policy includes contingency plan for special bus use

- •trips for athletic contests _____
- •field trips _____
- •class tours _____
- •handicapped and special education students _____

G. Other

H. Other

I. Other

FLOOD

Many areas of Pennsylvania are subject to floods. Except for flash flooding, floods usually can be forecast with sufficient advance notice for emergency action to be taken before flood waters affect a specific area.

Considerations should be given to keep students at school until the threatening period is over in locations near areas experiencing flood conditions, but which are not directly affected.

In those areas subject to serious flooding, school disaster plans should include a section on floods so that all pupils and other people in the school will be familiar with the warning and local evacuation plans. The following should be considered:

1. When a general area is affected, notice will be given over the state warning system. Local government is responsible for warning in the event of flash flooding. During periods of possible flooding a radio watch should be maintained.
2. This is one of the few disaster conditions in which evacuation is recommended. Prepare to leave immediately if advised to evacuate.
3. In case there is an area which is known to flood, plans should be made in advance as to what actions are proper with regard to the following:
   a. Bus Safety
      (1) Alternate routes to be used.
      (2) Notification of parents in advance as to:
         (a) Adjusted bus routes.
         (b) Where child will be picked up and where child will be taken.
         (c) Procedures to eliminate or greatly reduce necessity to telephone calls.
   b. Students Walking
      (1) Routes to be taken.
      (2) Supervision by school personnel.
4. As soon as information is received that an area is flooded, the following activities should be implemented:
   a. Bus drivers should be notified.
   b. Parents should be notified if that is part of plan.
   c. Supervisory personnel should be assigned stations.
   d. Plans should be implemented for holding pupils after normal school hours if early dismissal should be put into effect.
5. In case of sudden or flash flooding during day or while bus is on its trip, instruct bus drivers as to their responsibilities:
   a. In crossing a flooded bridge.
   b. In traveling through a flooded area.
   c. In caring for children who cannot be delivered to their homes.
   d. In notifying the school office of conditions.

In preparing for possible flooding, each school district should acquire a flood plain map from the proper local municipal official. The maps, prepared for the Commonwealth of Pennsylvania by the Army Corps of Engineers, regionalize the state according to its natural drainage. These drainage systems are:

Upper Ohio Drainage System (West)
Susquehanna Drainage System (Central)
Delaware Drainage System (East)

In addition to acquiring the flood plain map for your area, you should contact experts who can best analyze potential hazardous conditions. The expert analysis will help you prepare contingency plans to protect life and property.

In planning and preparing for the possibility of flooding:

1. Form local committees to study ice-related flooding as opposed to other flooding conditions. This is a form of flash flooding.
2. Contact local government and other authorities, such as county highway offices, local civil defense units and environmental experts to determine the possibility of flooding of transportation routes and bridges.
3. Determine what emergency facilities will be usable in view of fuel availability and the possibility of extremely high water.
4. Take whatever steps are necessary to remove files and equipment from areas of probable flooding, building by building.

Note: Refer to Section on Mass Care.

FLOOD STAGE CHART

COMMUNITY	FLOOD STAGE (in feet)
Delaware River	
Port Jervis	18
Easton	22
Trenton	20
Brandywine Creek	
Chadds Ford	9
Lackawaxen	
Hawley	11
Lehigh River	
Lehighton	10
Walnutport	8
Allentown	12
Bethlehem	16
Schuylkill River	
Pottsville	8
Reading	13
Pottstown	13
Norristown	17
Philadelphia	11
Perkiomen Creek	
Graterford	11
Neshaminy Creek	
Langhorne	9
Susquehanna River	
Towanda	16
Wilkes-Barre	22
Bloomsburg	19
Danville	20
Sunbury	24
Harrisburg	17
Dixon	9
West Branch	
Clearfield	10
Karthaus	19
Sinnemahoning	15
Renovo	16
Lock Haven	21
Cedar Run	12
Jersey Shore	26
Williamsport	20
Milton	19
Lewisbury	18
Juniata River	
Saxton	12
Williamsburg	12
Huntingdon	12
Mapleton Depot	20
Lewistown	23
Newport	22
Lackawanna River	
Archbald	8
Old Forge	11
Ohio River	
Pittsburgh	25
Dashields	26
Montgomery	32
Allegheny River	
Franklin	17
Kittaning	23
Acnetonia	20
Conewango Creek	
Russell	8
Monogahela River	
Greensboro	21
Braddock	19
Beaver River	
Beaver Falls	15

The flood stage chart provides a general overview of large water bodies and their flood stages. The smaller tributaries usually reach their flood stages before the larger bodies of water overflow their banks. Often localized flood conditions will exist with no obvious rise in the main natural drainage systems. Regional flood stages for the smaller tributaries should be acquired or calculated in preparation for possible localized flooding conditions.

MASS CARE

1. As a result of disaster, numbers of people frequently need temporary emergency lodging, feeding, clothing and certain special social services (e.g. crisis counseling). PEMA activities associated with supplying these needs are termed mass care operations.
2. Since supplying emergency lodging, feeding and clothing is not a routine, day-to-day function of government, basic responsibility for all required mass care operations rests primarily with county and local emergency management organizations. It is a community support activity calling for detailed advance planning and organizational work on the part of county and local mass care staff groups.
3. Staff mass care groups are responsible for (1) supplying information and advice on mass care operational matters; (2) maintaining liaison with other appropriate mass care groups; (3) providing general coordination of disaster operations carried out by mass care organizations and units within their respective political jurisdictions; and (4) coordinating operational activity with other staff groups and services.
4. Mass care activities usually will require the operation of two basic types of emergency facilities: mass care centers and emergency feeding stations.
   a. **Mass care centers** are fixed facilities required and used for short-term emergency supply of life essentials to people temporarily homeless. In addition to lodging, feeding and clothing, mass care centers should include provisions for simple, home-type nursing care and other primary "human comforts." Primary responsibility for the selection and classification of mass care center sites rests with county and local emergency management organizations. This basic planning and organizational work includes advance arrangements or understandings with facility owners and operators, staff assignments and the provision of emergency equipment not already on site. Mass care centers should be used only in the event that county or local officials find it impossible to arrange for care of the homeless either with relatives, friends or neighbors or in available commercial facilities.

b. **Emergency feeding stations** are facilities frequently required for short-term emergency feeding of people temporarily unable to obtain food prepared at home, and also emergency management staff engaged in emergency operations. These "stations" include both mobile and fixed units. As a rule the nature and extent of necessary emergency operations can only be determined as emergencies actually develop. Therefore, an inventory of local feeding facilities, including the names of the owners and operators, should be maintained, since some or all of these facilities may be needed should disaster strike. Emergency feeding stations are used when and as needed. The opening of those stations required to feed members of the public at large, as contrasted to emergency workers, should be preceded or accompanied by appropriate dissemination of essential information concerning their location and activation.

5. Any situation wherein large numbers of people are killed, injured or suddenly driven from their homes will cause countless requests for information concerning the status and whereabouts of individuals known or believed to have been in the stricken area. This matter is so important that it is essential to establish an emergency registration and inquiry or "human locator" system, capable of providing immediate information about the status and whereabouts of all disaster victims.
6. Specific and detailed information is available on mass care operations and activities (see Resources).

Emergency Administration

1. **Emergency Administrative Staff**

It is essential that each school district and each school within a school district set up an emergency administration staff that is capable of insuring the safety of the students and faculty during any type of emergency caused by natural or man-made disaster.

The emergency administration staff should include but not necessarily be limited to the following positions.

A. **Executive Officer**

This position shall be responsible for activating the staff and assigning hours and duties. He/she shall formulate the staff's operating policy, authorize all purchases and the disbursements of school property. This position shall also be responsible for contacting the legal authority within the political subdivision during emergency operations and maintain communications with the various emergency management agencies to insure coordinated efforts flow smoothly for emergency operations. Also, direct communications must be maintained with the PDE emergency response teams that will be located at the Pennsylvania Emergency Management Agency headquarters in the Transportation and Safety Building, Harrisburg, Pennsylvania. Telephone number _____

B. **Assistant Executive Officer**

This position shall be responsible for carrying out the duties of the executive officer during the executive officer's absence. Otherwise this position shall assume the duties as assigned by the Executive Officer.

C. **Personnel Officer**

This position shall be responsible for the maintenance of all records concerning students and faculty. During a disaster situation this position would be responsible for the maintenance of such records that may be required in order to know the precise location of all students and faculty. Schools are responsible for the safety of the children from the time they leave home until they are returned home. The responsibility becomes even more important during times of emergency. Therefore, should it become necessary for the school to evacuate children, it is very important that a responsible person knows exactly where each and every child is located in order that this information may be passed onto parents whenever they come looking for their children.

D. **Communication Officer**

This position shall be responsible for the maintenance of communication between the school and the senior officer in charge within a political subdivision (county emergency management agency, borough, township, etc.) in order that the school will be constantly apprised of the situation. In addition, this position shall maintain constant communications with the PDE emergency response team member who shall occupy an office within the emergency operations center at either the state or regional offices _____. Finally, this position shall be responsible for monitoring the receiver that provides the most current information concerning the forecast of hazardous weather.

E. **Transportation Officer**

This position shall be responsible for the use of school-owned vehicles or contracted vehicles. The primary use of these vehicles will be for transporting students to their homes or a safe area should conditions warrant such action. Once the children are home or safely relocated, it would be the responsibility of this position to make those vehicles available to the senior officer in charge within a political subdivision. In addition, this position would be responsible for the accountability of all school-owned or contracted vehicles.

F. **Maintenance Officer**

This position shall be responsible for complete maintenance of all fixed school property. If it is determined that all students will be sent home or evacuated and the buildings have been evacuated, it will be the responsibility of this position, in conjunction with the executive officer, to make the spaces available to the senior official in charge within the political subdivision in the event there is a need for mass care centers. Also, it will be this position's responsibility to inform the PDE's emergency response team member located at the state or regional emergency operations center of any action that has been decided concerning the use of fixed school property as mass care centers. Last, this position shall be responsible for complete shutdown of all school property whenever the facilities are not in use.

G. **Cafeteria Officer**

This position shall be responsible for accountability of foods that may be used whenever the school facilities are used as mass care centers during any type of disaster. Also, this position will be responsible for the assignment of people to prepare food, purchase food when authorized, and in conjunction with the maintenance officer, exercise control over the use of all school kitchen, cafeteria equipment and space.

H. **Dormitory Officer**

This position shall be responsible for the assignment of space to all people reporting to the school whenever the school serves as a mass care center. Also, coordination with local, regional and state emergency preparedness agencies will be required in order that adequate cots, sheets, blankets, pillows, pillow cases, etc. can be made available for use by the school. In conjunction with the personnel officer, accurate records of all evacuees must be maintained in order that all people will be accounted for during and immediately following a disaster. This would be especially true in cases where members of one family are located at different mass care centers.

I. **Recreation Officer**

This position shall be responsible for the organization of activities as long as people are required to remain at the school during a disaster. It is essential that all people (adults and children) are involved in some type of activity to keep their minds off of their problems and a method of maintaining order is established.

J. **Curriculum Officer**

This position shall be responsible for setting up a study program for those level of students who are assigned to a school that is acting as a mass care center. This particular activity will be scheduled whenever the time frame of a disaster is extensive enough to warrant a study program.

K. **Medical Officer**

This position will be responsible for those people who have had an accident during transit or while at the school, those who are or have become ill and those who require some type of minor medical attention. The type of medical services that can be offered will be of a limited nature. However, it will be this position's responsibility to make recommendations to the executive officer or representative whenever a person requires more medical attention than that which can be offered at the school. In conjunction with the transportation officer, arrangements will be made to transport that person or those persons who require additional medical treatment to a more suitable medical facility. In addition, this position, in conjunction with the personnel officer, shall maintain accurate records of persons treated and the disposition of each case.

II. **Emergency Task Assignments**

In order that each school district and each school within a school district is prepared to cope with any type of emergency, it is essential the following tasks be assigned.

A. **Coordination**

This assignment is responsible for the coordination of the emergency administrative staff, update and keep current the disaster preparedness plan for the school district, interview and screen personalities for assignment to positions on the emergency administration staff and conduct exercises to insure the emergency plan of action is functional and will fulfill the goals it is intended to do — protect the lives of the children and faculty and protect school property.

B. **Emergency Operations Plan**

This assignment is responsible for the preparation of a jurisdictional emergency operation plan relating to natural and man-made disasters. Once this plan is developed, coordination with political subdivision emergency management agencies is necessary to insure cooperation among all governmental organizations during a disaster. Division of labor and cooperation during a disaster is essential if the saving of lives and protection of property as the paramount goal is to be achieved.

C. **Provide for Continuity**

This assignment is responsible for establishing lines of succession, preserving vital records, the establishment of communication and maintaining an emergency operation center for those assigned to the emergency administration staff. These actions can only lead to a better organized staff that would be able to coordinate with neighboring political subdivisions.

D. **Staffing of an Emergency Operations Center**

This assignment is responsible for assigning staff and faculty to the positions outlined in section I above. It is essential that more than one person be assigned to each position. Should it ever become necessary to remain at the school for extended periods of time, the ability of having more than one person in each position to work shifts would make the tasks so much more easy.

E. **Legal Authority**

This assignment is responsible for the maintenance of law and order at the school during a period of time when the nature of a disaster requires numbers of people to live in close quarters with each other. The person(s) assigned to fulfill this requirement must be given full authority to protect life and property by the senior official of the political subdivision or school district.

F. **Fallout Protection**

This assignment is responsible for identifying all areas within a school district that are capable of protecting the students and faculty against any type of fallout. The first consideration must be to the students, then the faculty and finally the population at large.

G. **Mass Care Coordinator**

This assignment is responsible for coordinating with the local emergency management agencies and subsequently with volunteer agencies (Salvation Army, etc.) for the setting up of a mass care center should the need arise. However, this action can only take place once the students have been transported to their homes or have been otherwise placed in a safe environment.

H. **Radiological Services**

This assignment is responsible for reviewing the entire school district to identify radioactive hazards that may be a detriment to the students and faculty and recommend evacuation of students and faculty when necessary.

I. **Fire Prevention and Control**

This assignment is responsible for insuring a viable plan exists within each building of a school district that provides for the safety of students and faculty. This plan must be exercised sufficiently to insure all of the students and faculty know where to go and how to get there so as to keep them out of danger.

J. **Precautionary Measures**

This assignment is responsible for mitigating the anticipated effects of an impending disaster. In most cases there is sufficient warning of an impending disaster and precautionary measures may be put into effect. Clearly the natural disasters within the Commonwealth are of a meteorological nature and sufficient warning is broadcast

by the National Weather Service Radio Network.

K. **Emergency Care and Treatment**

This assignment is responsible for setting up an emergency treatment center for the care of casualties resulting from a disaster. This need not be a complete hospital. However, it should be capable of administering minor medical services and recommending transport to a hospital for those in need of such care.

L. **Training**

This assignment is responsible for scheduling each person assigned to the emergency administration staff to receive training which is available through the state and local emergency management agencies. Once the staff is trained, a course in disaster preparedness and survival should be offered as part of each school district's curriculum.

The unassigned teacher pool and student pool will be called upon as the need for service arises.

PEMA Headquarters
County –
Local –

Township Supervisors

Police
Township –
State Police Barracks –

Rescue Squads

Fire Companies

Additional Considerations:

Doctors	Radio Stations
Hospitals	Newspaper
Red Cross	Electric Company
Salvation Army	Telephone Company
Weather	Bull Dozers and Equipment

These suggestions in no way exhaust the resources available during emergencies. You can get detailed information on resources, help and planning from your local PEMA unit. Also see "Resources" in this guide.

Centers for Mass Care

1. Over the years, Civil Defense has enjoyed complete cooperation from the various school districts in making their facilities available for emergencies. This was very evident during the Agnes flood when school properites were used as mass care centers. The Pennsyvlania Emergency Management Agency anticipates the same kind of cooperation if the need arises.
2. Although there are some written agreements with school authorities, many of the agreements must be updated and reestablished.
3. One of the recommendations resulting from a recent survey of PEMA suggested that PEMA reappraise the county to identify potential mass care centers in case of large scale disaster and to establish a more formal system of prearrangements with owners. Also seen as needed was a facility listing that would show such things as location, person to be contacted, capacity, cooking and food service capabilities, sanitary facilities and other safety features.
4. The following forms serve the dual purpose of providing a signed agreement and a physical description of the facility. A separate form should be completed for each building. The form is designed to cover a variety of buildings, as the survey will be expanded to include churches, fraternal organizations, social clubs, armories, etc.
5. Reference is made to question No. 18 of the form. We feel that it is particulary important to have some regular building staff as part of the emergency staff. They have a protective interest in the property, familiarity with the layout, utilities, etc., and have the necessary keys to permit or deny access to critical areas.
6. Section II of the State Council of Civil Defense Act of March 19, 1951, P.L. 28, grants — to any person allowing his or her facilities to be used for Civil Defense — immunity from liability due to negligence causing death, injury or loss or damage to property. This immunity is granted to any person owning or controlling real estate or other premises who voluntarily and without compensation grants a license or privilege or otherwise makes such premises available for Civil Defense purposes.
7. There is no stand-by legislation to provide for reimbursement of out-of-pocket expenses during an emergency. However, experience in past disasters has shown that special appropriations have been made at various levels of government to satisfy such claims. Many items for use in disasters are stored locally or can be readily obtained, and many items are donated by individuals and organizations.
8. Your help and cooperation in this phase of PEMA resources inventory will be greatly appreciated.

SURVEY AND AGREEMENT FORM FOR POTENTIAL MASS CARE CENTERS

1. Name of facility _____
2. Type of structure (school, church, etc.) _____
3. Location _____
4. Capacity of building for normal use _____
5. Are there cooking and feeding facilities?
   Yes _____ No _____
   If yes, how many can be fed at one sitting? _____
6. Toilet facilities? Male _____ Female _____
7. Sewage system: Septic system _____ Private treatment plant _____ or Municipal plant _____
8. Water supply: Well _____ Municipal _____
9. Does the facility have an emergency generator?
   Yes _____ No _____
   If yes, is generator for emergency lighting only? _____
   or lighting and power to operate equipment? _____
   What fuel does the generator use? _____
   Fuel storage capacity (hrs. of operation) _____

10. Does the facility have sufficient exits to accommodate emergency evacuation of building? _____

11. What fuel is used for cooking? _____

12. What facilities are available for bathing?
Showers _____ Lavatories _____
Other _____

13. Is the building mechanically ventilated?
Yes _____ No _____

14. How is the building heated? Coal _____ Oil _____
Gas _____ or Electric _____

15. What refrigeration is available? _____

16. Is there a large room or area (such as a gym or multi-purpose room) which could be used as a sleeping dormitory if cots were provided? If so, describe the room (size, type of floor, windows, ventilation, etc.) _____
_____

17. Are telephone(s) available? Yes _____ No _____
Telephone No. _____

18. Would any of your regular staff serve on a voluntary basis to help staff the facility if it were used as a mass care center during an emergency? Administrative _____
Health _____ Maintenance _____
Custodial _____ Other _____

19. Names and telephone numbers in order of priority of persons to contact in an emergency.

1. _____

2. _____

3. _____

20. Is this building subject to flooding? _____

21. List any conditions of use imposed by owner: _____

_____

_____

_____

_____

_____

REMARKS: _____

_____

_____

_____

We the undersigned owners/officers/administrators, having authority to enter such agreements, do agree to make the above-described building available as a mass care center during any declared or extreme emergency and under the conditions described by us in Item 21.

Name	**Title**
_____	_____
_____	_____
_____	_____

EMERGENCY ADMINISTRATION ORGANIZATION CHART

This survey identifies emergency experience and training among school district personnel and other citizens of the community.

Any person with any of the training or experience necessary to help in a disaster is requested to complete this survey.

TELEPHONE: _____

NAME: _____

ADDRESS: _____

OCCUPATION: _____

Check where applicable or identify other:

Year

_____ Emergency Medical Technician-Ambulance Course

_____ Advanced American Red Cross First Aid

_____ Standard American Red Cross First Aid

_____ Medical Self-help

_____ Military Medical _____ mos.

_____ Cardiopulmonary Resuscitation

_____ Fire Fighting Training

_____ Other (specify) _____

_____

If you could receive emergency training, would you be interested in being part of an emergency care team in your area? Yes_____ No_____.
Additional training, Yes _____ No _____.

SUGGESTED AGREEMENT
MASS CARE CENTER FORMAT
MAY BE THAT OF A LETTER OR THAT OF A MEMORANDUM OF AGREEMENT
(The following agreement should be prefaced with a Board Resolution and authority)

It is agreed by all parties concerned that building

_____
(Title)

located at _____
(Address)

and owned by _____
(Name or Company)

will be available to the _____
(County or Local PEMA Organization)

for use as a Mass Care Center when needed in time of emergency.

Further, it is understood that upon activation the Head of the County (or Local) PEMA Mass Care Group

_____
(Name)

shall notify _____
(Name and Address)

responsible for said building and arrange for its immediate release to the Mass Care Center Manager and/or his/her representative _____
(Name/s and Address/es)

_____
(Name/s and Address/es)

who together with the staff shall ready the building for occupancy.

Upon closure, the appropriate individual will be notified, and the Mass Care Center manager shall make sure the building is clean and ready to be used for its normal day-to-day operation.

Date: _____ _____
(Signature and Title)

_____
(Signature and Title)

_____
(Signature and Title)

_____
(Signature and Title)

EMERGENCY MANAGEMENT AREA ASSIGNMENTS

Eastern Emergency Management Area
Headquarters: Eastern Area Director/Coordinator
Pennsylvania Emergency Management Agency
Hamburg Center
Hamburg, Pennsylvania 19526
Telephone: (215) 562-3003

The Eastern Area encompasses the following twenty (20) counties:

Berks	Delaware	Montgomery	Sullivan
Bradford	Lackawanna	Northampton	Susquehanna
Bucks	Lehigh	Philadelphia	Tioga
Carbon	Luzerne	Pike	Wayne
Chester	Monroe	Schuylkill	Wyoming

Central Emergency Management Area
Headquarters: Central Area Director/Coordinator
Pennsylvania Emergency Management Agency
Selinsgrove Center
Box 88
Selinsgrove, Pennsylvania 17870
Telephone: (717) 374-2055

The Central Area encompasses the following twenty-four (24) counties:

Adams	Columbia	Juniata	Northumberland
Bedford	Cumberland	Lancaster	Perry
Blair	Dauphin	Lebanon	Snyder
Cambria	Franklin	Lycoming	Somerset
Centre	Fulton	Mifflin	Union
Clinton	Huntingdon	Montour	York

Western Emergency Management Area
Headquarters: Western Area Director/Coordinator
Pennsylvania Emergency Management Agency
Indiana University of Pennsylvania
Indiana, Pennsylvania 15701
Telephone: (412) 357-2990

The Western Area encompasses the following twenty-three (23) counties:

Allegheny	Clearfield	Greene	Potter
Armstrong	Crawford	Indiana	Venango
Beaver	Elk	Jefferson	Warren
Butler	Erie	Lawrence	Washington
Cameron	Fayette	McKean	Westmoreland
Clarion	Forest	Mercer	

EMERGENCY ALTERNATIVE EDUCATION

I. Introduction

A. Emergency Alternative Education

Because crisis situations will periodically occur, we should have alternatives to traditional educational programs to avoid extreme disruption of the educational process.

B. **Objectives**

Develop an alternative education program within the existing system using the available means at our disposal to assure continuance of academic, cultural, physiological and psychological growth and achievement.

C. **Flexibility**

Request flexibility from proper agency for:

Change of attendance requirements.
New connotation for 180-day school year.
Assurance of no loss in subsidy.
Experimental status.
Honor contractual agreements.
Flexibility of certification.
Others.

D. **Suggestions**

The following ideas are suggestions that may be accepted in part, in their entirety, expounded upon or not at all.

E. **Situation**

Overview:

When an emergency situation is imminent, assume, by virtue of preplanning, that the entire community is prepared in advance of any emergency and made aware of procedures that will begin immediately after the community is told that the "Emergency Alternative Education Program" is activated. Also assume that as a result of in-service and orientation organizations and individuals clearly understand their responsibilities.

When it's necessary to implement the approved emergency alternative program, the school district will close its facilities; but education continues, complete with planned programs, remote attendance and no withholding of the basic instructional subsidy.

Students receive their instruction via television, radio and newspaper and communicate directly with teachers by means of CB, radio and telephone.

All teachers in the district report for work. They are housed in one gymnasium with banks of telephones and CB receiver stations so that they can develop worksheets in their respective disciplines. The worksheets will be published in the education section of the local newspaper. Included in this section of the newspaper will be broadcast schedules for TV and radio, indicating time, channel, frequency, subject area and grade level of programs. Families that do not receive the newspaper will have worksheets delivered to their homes by students (paid or volunteered). These worksheets will be developed and printed at the school and delivered to central locations in each neighborhood by bus drivers in their own personal cars. At these central locations students will pick up and deliver the worksheets.

Families that do not have TV or radio can arrange during preplanning sessions to either borrow equipment or meet in groups in neighborhood family rooms. The family room concept could be expanded to include rotating meeting places and brown-bagging if necessary.

Neighborhood leaders are identified so that completed assignments can be delivered at the central location in order to achieve timely and orderly pickups by bus drivers in their personal cars. Drivers will deliver the completed assignments to the place of origin in the school district.

Teachers will work in teams to correct the previous day's completed assignments and develop the next day's assignment in time to meet newspaper deadlines.

During the process of developing lesson plans the identification of specific themes should be noted. This can help in the research of existing related film and videotape programs that can be effectively incorporated into program design.

In-service of the entire community, identification of roles and responsibilities and total cooperation of all concerned are required for effective implementation and achievement of "Emergency Alternative Education."

Emergency:

1. Implement approved contingency plan.
2. Close all buildings except one, according to the school district's established energy conservation plan.
3. House all staff in a centrally located building appropriate for operating an alternative education program during emergency situations (contingency plan).
4. Notify all agencies involved that the contingency plan is in motion.
5. Begin coordination of components as described in the plan.

II. **Job Descriptions, Role and Procedure**

A. **Local Board of School Directors**

Develop a resolution based on the recommendations of the superintendent to approve and proceed with program development.

B. **Superintendent**

1. Appoint an Emergency Alternative Education Planning Committee to coordinate the necessary staff and activities required for a program that will provide education to the students of the school district during times of emergency and school building closure.
2. Submit program along with the local board resolution to the Department of Education for approval.
3. Appoint and assign positions and responsibilities consistent with the written alternative program.

C. **Assignments and Responsibilities.**

1. **Liaison Officer to State Agencies and Professional Organizations**

   Intermediary between and among the Department of Education, PEMA, Governor's Energy Council, Department of Community Affairs and professional organizations to tell conerned organizations of pending problems and seek immediate solutions to be relayed back to the school district for prompt action and/or correction.

2. **Liaison Officer to Media and Communication Organizations**

   Intermediary between media and communication organizations and the school district to assure the smooth flow of material and programs to public TV, cable TV, radio, newspapers and telephone companies.

3. **Liaison to Community**

   Intermediary between municipal authorities, parents and the school district to assure uninterrupted communication.

conservation team from a large school district might involve the following persons:

- The superintendent or his/her representative.
- Food service personnel.
- Building principals or their assistants.
- The district business manager.
- A district energy manager (a person assigned the specific task of administering the energy conservation program).
- A representative from the Parent Teachers Association.
- A representaitve from the board of education.
- A representative from the utilities company serving the district.
- Teachers.
- Students.
- Outside professionals, such as architects and architectural engineers.
- Maintenance and custodial staff.
- Transportation staff.

We suggest that the selection process for this committee be conducted thoroughly and carefully. Persons selected should be sincerely interested in the project and there should be a reasonable expectation that they will actively participate.

Some observations on the categories of personnel involved in the team: It is highly important that the district superintendent be "visible" in all phases of the program either through his/her representative or, preferably, in person. The presence of the superintendent lends the sense of direction and purpose to the conservation effort. It is also important that **one person** be selected as team leader.

It is suggested that wherever possible, conservation teams be organized at the school building level as well.

Specific Duties for Specific People

The implementation of the guildelines drawn up by the district management team must neither be left to chance nor the good intentions of the program participants. Energy management programs are effective only when specific tasks are made the responsibility of specific individuals. Moreover, it is important that each member of the district team be aware of the person responsible for specific duties. Wherever possible there should be some system that insures that persons signify in writing that their task has been completed (see section on checklists).

Planning for the Development of Guidelines

There should be ample time set aside for the planning phase of any energy management program. Participants should be notified well in advance of the time, place and purpose of the planning meeting. An agenda should be prepared well ahead of time. If the scope and intent of the program warrants, more than one meeting may be necessary. Organizers should not be discouraged if this planning phase seems to be eating up time: A successful conservation program is founded on careful planning and well-thought-out procedures.

Following are some suggested agenda items that might be explored during the planning and organization meetings of the conservation team:

- Assigning responsibilities and tasks to specific groups and individuals.
- Reviewing thoroughly the district's energy situation during shortages.
- Planning strategies for involving the entire educational community.
- Planning an energy audit for the school district.
- Formulating evaluative and follow-up procedures.
- Setting goals and establishing time-frames for achieving these goals.
- Planning a public information program to tell district personnel and the community about the existence of the project and its goals.
- Preparing energy management checklists for district and school building use.
- Consulting outside experts in the field of energy management, if possible (see section on "Resources").

An Energy Audit System

The energy audit system involves developing a record of energy use patterns in each building in the district — not just schools but garages, storage areas and administrative buildings as well. The energy audit is an indispensable tool in any conservation program. It serves the following purposes:

1. Shows where energy money is going and therefore pinpoints areas where energy savings are possible by providing monthly energy cost comparisons.
2. Makes possible the preparation of an "energy budget" so that administrators can begin to think of dollars and BTUs in the same terms.
3. Shows graphically where energy costs are concentrated, and this encourages students, teachers and administrators to try harder to cut energy waste.

A school district should attempt to collect a base amount of information on each of its plants. At the very least this should include:

1. Type and amount of each fuel used.
2. Amount of electricity used.
3. Peak demand level for this electricity.

District personnel may meet with some initial difficulty in establishing the history of a plant's energy usage. Records may not have been properly kept or they may be difficult to locate. But as information-gathering techniques become more advanced, audit procedures will be made to yield more useful information such as energy dollar cost per student, per plant, per square foot, etc.

With the developing energy crisis, record keeping has become mandatory to receive financial backing for retrofits and energy management associated projects from federal or local sources.

The utility companies serving the school district offer their help and cooperation in conducting energy audits and usage measurements. In some regions this service is provided free of cost to the district.

Follow-up and Evaluation Procedures

Even the best of programs tend to lose momentum with time. Follow-up efforts should be planned in order to overcome any inertia that may set in. This can be managed in a number of ways, but it is essential **that people, not just paper,** be involved in this process. For example, a letter from the superintendent urging principals to step up their conservation efforts is not half as effective as a constructive visit from a district maintenance team to identify energy consumption problems and correct them. These visits, by the way, should be done in the spirit of rendering help and should not be undertaken so as to pose a threat to the school's principal or its maintenance and custodial staff. It is important that all district personnel involved in the project feel as though they are working together for a common goal.

The materials accumulated as a result of the enrgy audit will, of course, provide an excellent data base for the purpose of comparison and evaluation. It should be mentioned in this regard, however, that some disagreement exists as to whether the results of the monthly energy audits for district plants should be published. Those who argue negatively say that this procedure promotes hard feelings on the part of those

4. **Teachers**

The professional responsibilities of teachers will continue with immediate and remote communication with students via TV, radio, telephone and newspaper.

5. **Bus Drivers**
   a. Pick up and deliver using their own cars, pickup trucks or vans to deliver lesson plans and worksheets to local newspaper for printing.
   b. Supplemental deliveries made to central locations in community for families that do not receive newspapers.
   c. Pick up completed work at central locations in neighborhoods.

III. **Neighborhood Lead Parent**

A lead parent has accepted the responsibility of acting as a central figure for distributing prepared lesson plans and worksheets, collecting worksheets and monitoring small groups of children at predetermined locations. Children receive instruction through different forms of media.

Variations

1. Can be one lead parent.
2. Can be a group of lead parents working together.
3. Can meet in family rooms, local churches, club houses, local library, etc.
4. Consideration may be given to working parents.
5. Can allow children to brown-bag or go home.
6. Take attendance.
7. Preestablish facility accommodations and conditions in terms of toilet facilities, safety, lunch, scheduling (lunch, recess, etc.)

IV. **Program Components**

A. **Curriculum Development and Diffusion**

1. Develop curriculum by grade level and in specific disciplines so that all students are prepared to begin at the same starting point.
2. Establish specific objectives and accomplishment standards.
3. Consider appropriate medium as vehicle of instruction.
4. Identify segments of instruction best suited for particular communication methods.

Example	Biological illustration	TV
	Nutrition	radio
	Literature	radio
	History	radio, TV

5. Research and discover developed programs that can be effectively incorporated into curriculum.

V. **Communication**

A. **Television**

Public, commercial, cable — we are intensely aware of the impact of television on children. Structured properly, television can be an immense asset rather than the detriment it is perceived to be.

B. **Radio**

The audio limitations of radio are more than compensated for by the existence of multiple frequencies.

C. **Newspapers**

1. Expand education section and include:
   a. Program schedule (radio, TV, special instruction).
   b. Lesson plans.
   c. Worksheets.
   d. Bulletin board.

VI. **Teacher-Pupil Dialogue**

Method of learning reinforcement incorporated into the program that will provide immediate response to requests for help and clarification.

A. **Telephone**

1. Install banks of telephones in central location (where teachers are working). Teachers can respond to direct calls.
2. Overload can be handled by magnetic tape answering device.

B. **CB**

Depending on legality, 23-channel and 40-channel CBs can be used for two-way communication.

C. **Completed Worksheets**

1. Worksheet should have section reserved for questions on subject matter not understood.
2. Questions that occur most often can be discussed on the following day's broadcast.

D. **Station Generalists at TV, Radio Stations and Newspaper**

1. Investigate the possibility of placing generalists at TV and radio stations to accept and answer questions or refer them to subject specialists.
2. Have lead parents collect questions and give whatever help they can, decide on group questions and relay by phone or CB requests for help from teacher station.
3. Set up and coordinate the communication network to anticipate problems and insure efficient two-way communication.

ENERGY MANAGEMENT

The increase in energy prices on all fronts and its inflationary effects have created a true emergency for school districts. Budgets have to be reshuffled and the results are increased taxes to keep the education process at acceptable standards.

There is, of course, no single format for an energy management program which adequately fills the needs of all school districts. There are too many variables involved from one region of the country to the next. Several features are shared by all successful conservation efforts. These include:

1. Forming a district energy management committee or team which involves as many segments of the educational community as practical.
2. Assigning specific responsibilities to specific individuals.
3. Developing guidelines carefully.
4. Recording energy use patterns — an "energy audit" — for each building in the district.
5. Following-up and evaluating efforts persistently to see that established guidelines are followed.

The District Energy Conservation Team

The word "team" is important here. Any conservation effort, if it is to be successful, must have cooperation from all elements of the educational community. The size and composition of the team will vary according to the needs and aims of the school district involved. A typical energy

administrators whose schools have not done well in energy conservation efforts. The argument in favor of making these monthly audits public say that this stimulates the desire to conserve energy and encourages a spirit of competition.

Checklists vs. Suggestions

In consulting this section the reader should bear in mind the distinction between a "checklist" on the one hand and a "list of ideas" on the other.

In terms of an energy conservaton program, a "checklist" sets out a list of duties for which some person is specifically responsible. In other words, a checklist is meant to be "checked off" by someone whose job it is to take care of the items in question.

The **list of ideas** included here may be altered and restructured so as to produce a checklist. If this is the intent of the organizers of a conservation program, they should remember that in order to be effective a checklist should have at least some of the following characteristics:

1. The checklist, wherever possible, should bear the names or titles of those responsible for performing the duties on the list.
2. The list should include a space for a signature (note: a signature, not just a check mark) and, where applicable, a place to indicate the time and date when the item was taken care of.
3. Checklists, wherever possible, should be kept in a convenient and permanent location (i.e. for a transportation checklist, the bus garage; for a maintenance list, a place where the appropriate people are regularly located).
4. Checklists should be collected and reviewed on a regular basis by supervisors.

A word of caution: The literature of energy conservation in school facilities is glutted with so-called checklists. One gets the distinct impression that too often school administrators fool themselves into thinking that simply by handing down checklists energy consumption will magically drop. Nothing could be further from the truth. Checklists are merely one means to an end, and in order to be successful, programs are carried out by people and not paper. Responsibility for the handling of the checklist must be delegated, and there must be some administrative mechanism to insure that this responsibility is carried out.

Some consideration may be given to a system of "incentives" to increase a competitive spirit between buildings and generate a spirit of cooperativeness and common purpose. For example, a percentage of the money each building saves — established by energy audit consumption figures — could be returned to the building for equipment and supplies.

Refer to the Pennsylvania Energy Management Manual and Supplement in the "Resources" section of this guide.

Summary Check List

Energy Conservation

Implementation Procedures

1. Establish an energy management task force ____
2. Initiate an awareness training program ____
3. Initiate an energy consumption audit ____
4. Prepare building and stationary equipment profile ____
5. Identify equipment energy consumption ____

Heating

1. Improve thermal quality of building ____
2. Reduce infiltration ____
3. Set back temperature (occupied, unoccupied) ____
4. Reduce ventilation ____
5. Improve seasonal efficiency ____
6. Reduce winter humidification ____
7. Increase beneficial solar gain ____
8. Employ heat recovery methodology ____

Cooling

1. Improve thermal quality ____
2. Reduce infiltration ____
3. Reset temperatures (occupied, unoccupied) ____
4. Reduce ventilation ____
5. Improve seasonal efficiency ____
6. Improve operation practices ____
7. Reduce building cooling load ____

Lighting

1. Good operation management ____
2. Remove nonessential lamps and fixtures ____
3. Convert to more efficient light source ____
4. Apply nonuniform task lighting standards ____

Domestic Hot Water

1. Reduce water use and water heating load ____
2. Reduce system losses ____
3. Increase efficiency of hot water generators ____
4. Use heat recovery methods ____

Power

1. Reduce peak loads ____
2. Reduce energy consumption for electrical equipment ____
3. Reduce transformer losses ____
4. Improve efficiency of motors ____

For detailed information refer to:

1. School Building Maintenance Manual, General Services
2. Building Equipment and Maintenance Record, Pennsylvania Department of Education

UTILITY EMERGENCIES

As a modern society becomes increasingly more complex, the possible consequences of the loss of utilities become a matter of concern to all safety personnel. Whether or not a particular school can continue to operate when faced with a sudden and prolonged loss of one or more utilities depends on the degree of inconvenience to the school and community caused by the utility failure, the availability of alternate sources of supply, the availability of alternate school locations, the degree of community involvement and the resourcefulness of both community and school officials. Loss of utilities may be caused by any number of natural or man-made disasters. To minimize the effects of a utility failure, take the following preventive measures:

1. List the possible effects of the loss of each utility within your school. (Loss of electricity might affect the pumping of heating oil, as well as light, heat and ventilation.)
2. List the alternative sources of power supply available in the community.
3. Consider the possibility and advisability of purchasing an emergency generator to supply essential needs. (This kind of equipment may be available via state or federal surplus property programs.)
4. Attempt to anticipate shortages caused by such things as coal strikes and stockpile when possible.
5. Inventory the community resources to locate alternate sources of necessary supplies.
6. Install fuel storage tanks of sufficient size to accommodate bulk shipments (tank truck loads).
7. Locate buildings or parks suitable and available for use — in good or bad weather — in which to conduct school temporarily. If none are available, the school must be closed until repairs can be made.
8. Consider emergency alternative education plan (contingency plan).

Utility Emergency Communications Procedures in the following situations:

A. General Power Outage
   1. Freezing Weather
      a. Dismiss school as soon as possible. Conserve building heat.
      b. If possible switch to standby generator to maintain building circulation systems and boiler functions.
      c. Close all dampers either by ATC night setback or manually.
      d. Do not run exhaust fans.
      e. Close all windows.
      f. Attempt to get estimate of power outage duration.
      g. Schedule to insure personnel availability for plant restart at point of power restoration.
   2. Mild Weather Outages
      a. Attempt to determine duration of outage.
      b. Make determination to dismiss school.
      c. Turn off all switches.
      d. Insure personnel availability at point of power restoration to restart plant.

B. Gas Line Break — Top Priority
   1. Clear immediate area (evacuate building if necessary).
   2. Call emergency number for _____ Gas Company. Telephone number _____
   3. Call fire department. Telephone number _____
   4. Call the police department. Telephone number _____
   5. Inform superintendent of schools. Telephone number _____
   6. Call custodial staff or principal via school office intercom system.
   7. Leave all switches and other electrical apparatus as is. Do not create sparks.

C. Water Main Break
   1. Call _____ water company. Telephone number _____ (emergency)
   2. Call custodian on school intercom system.
   3. Notify superintendent.
   4. If flooding occurs and pump is needed, call _____ engineering department. Telephone number _____ or _____
   5. Emergency services coordinator. Telephone number _____ or _____

D. General Telephone Outage — coupled with power outage.
   Alternative procedures for dispatching buses
   a. School district emergency radio.
   b. Local radio, television and cable companies for emergency announcement.
   c. Carried messages by vehicle or on foot.
   d. Local police radio.

Summary Check List

General Power Outage

1. Freezing weather
   - •Dismiss school ____
   - •Conserve building heat ____
   - •Switch to standby generator if possible ____
   - •Close all dampers ____
   - •Turn off exhaust fans ____
   - •Determine extent and duration of outage ____
   - •Alert personnel for restart ____
2. Mild weather
   - •Determine extent and duration of outage ____
   - •Make decision for dismissal ____
   - •Turn off all switches ____
   - •Insure personnel standby for start-up ____

General Telephone Outage

Alternative procedures for bus dispatch. ____
Use radio, television and cable companies. ____
Alternative means of communication (foot, car, snowmobile, CB, etc.). ____

BOMB THREATS

A. A bomb threat call checklist should include:
1. Exact location of the bomb.
2. Time set for detonation.
3. What it looks like.
4. What the explosive is.
5. Why it was placed.

Get as much detail as possible about the bomb and its location. Legitimate callers usually want to avoid injury or detection — request more data by expressing a desire to save lives.

B. In case of bomb threat warnings, immediately call:
1. Superintendent. Telephone number _____
Have superintendent or his authorized agent call the police and fire departments.
2. Police department. Telephone number _____
3. Fire department. Telephone number _____
4. Principal. Telephone number _____

C. In case of actual bomb discovery in the building or grounds, do the following:
1. Evacuate the building immediately to at least 500 feet.
2. Do not handle or move the bomb.
3. Tell the principal/police where the bomb is.
4. Have custodial staff and the school nurse available for advisory duty and first aid.

D. If evacuation is made, the following should be considered:
1. Experience has shown that bombs are often placed near exits or in rooms or closets near exits; therefore, inspect exits first and identify alternative evacuation routes, such as classroom entrance ways, delivery entrances, loading docks, etc.
2. Evacuate to a minimum of 500 feet from the building.
3. Instructors will make visual checks of their classrooms reporting anything unusual to police. **Do not touch anything suspicious**.
4. Instructors will be responsible for students in their rooms at the time of evacuation.
5. Instructors will take roll call at the evacuation holding area.

E. A decision by the administration must be made whether or not to evacuate the building. (We recommend that evacuation be made in all cases; however, circumstances will vary.)

F. The following report should be filled out for purposes of investigation:

1. Date _____ and time _____ of call.
2. Exact language used _____
_____
_____
_____
3. Male_____ Female_____ Adult_____
Child_____ Estimated Age_____
4. Speech (check applicable)
Slow _____Rapid _____Normal _____
Excited _____Loud _____Disguised _____
Broken _____Sincere _____Accent _____
5. Background noises _____
6. Name of person receiving the call _____

G. Upon receiving a bomb threat, dial the following number immediately and report the call:

_____ _____
(Number of Police Dept.) (Supervisor in Charge)

Do not discuss the call with other personnel.
Report the call, notify your supervisor and follow instructions

H. The following is a sample of possible bomb locations and staff assignments:

	Possible Bomb Locations	Name of Staff or Teacher Assigned
1.	Corridors and entries	_____
2.	Cafeteria, dishwashing room, kitchen and teachers' lunchroom	_____
3.	Boys' lavatory	_____
4.	Girls' lavatory	_____
5.	Empty shops and shop office	_____
6.	Men's lavatory (teachers)	_____
7.	Women's lavatory (teachers)	_____
8.	Outside perimeter of building	_____
9.	Janitor closets, fire hose cabinets, disposal room, elevator rooms, boiler room, tunnel and student store	_____
10.	Waste containers in corridors and lavatories	_____
11.	Empty classrooms	_____
12.	Gym and pool area	_____
13.	Other	_____

FIRE

If there is a fire within a school building, do the following:
1. Sound the fire alarm by pulling the alarm system located in the halls or in specific rooms.
2. Be sure the building is evacuated according to the

established plan, with occupants at least 500 feet from the structure and out of the fire department's way.

3. Render first aid as necessary.
4. Notify _____ Principal. Telephone number _____
   Principal or his authorized agent will notify departments involved.
5. Confine the fire by closing the door to the area involved.
6. Custodial staff and teachers trained in the use of fire extinguishers may fight small fires. Do not endanger life. Do not neglect to sound the alarm.
7. Notify utility companies of a break or suspected break in lines which might present an additional hazard.
8. Keep access roads open for emergency vehicles.
9. Account for students if building is evacuated.
10. Students and staff should not return to the school until fire department officials declare the area safe.
11. In the event of a fire near the school, the principal shall determine which of the foregoing instructions are required.

Fire drills should be conducted in accordance with sections 1517 and 1518 of the School Code.

*PROCEDURE:

Fire drills are held periodically, in compliance with local or state procedures, without prior notice to faculty, staff, and students. Fire drills should be conducted at varied times so alternate routes will be learned from all areas including the library, cafeteria, gym and auditorium.

SIGNAL:

Students should recognize the difference between the fire alarm signal and the other signals used in the school. Students must leave quickly, orderly and quietly to prevent injury and to assure the evacuation of everyone when emergencies occur. A smoke drill may be conducted by placing a sign reading "SMOKE" in the center of a corridor. When students reach the sign, they should turn around and use an alternate exit. If no alternate exit is available, they should stoop or crawl past the sign, beneath an imagined layer of smoke. The students should understand that this procedure should be followed when smoke is encountered during any fire drill. In most cases the smoke layer is quite apparent. Students should be instructed to stay below it.

PROCEDURE:

In addition, student fire marshals should be selected to check specific locations such as bathrooms and libraries, and to hold doors, maintain order or discipline and assist other students as needed.

Fire Safety

In any emergency situation time is of the essence. This is especially true during a fire emergency. A well designed plan will minimize confusion and panic. Fire safety is preparation for an event that we all hope will not occur and the best way to fight a fire is to take all necessary precautions to prevent it.

Fire Emergency Program

Periodic update of fire emergency procedures based on the latest findings, techniques and evaluations of previous exercises are paramount to an effective fire emergency program.

*Reference: "Learn Not to Burn"

1. Plan alternate escape routes.
2. Nearest exit and alternate exit should be posted.
3. All corridors shall be kept clear, accessible and unobstructed.
4. Stairs and stair towers shall be clear and accessible.
5. Emergency lighting shall be updated and in operating condition.
6. Updating should include smoke detectors.
   a. Do not install ceiling-mounted smoke detectors too close to a wall or corner.
   b. Don't install smoke detectors in front of air registers, near windows or doors, where air movement may affect the detectors' proper operation.
   c. Smoke detectors in unheated areas may not function properly.
   d. Follow installation instruction. Some smoke detectors may be affected by temperature, humidity and temperature extremes.
   e. The smoke detector does not necessarily have to be connected to the master alarm system, but if funds are available an integrated system is most efficient.
7. Exercise total alarm system on a regular basis.
   a. Periodic live drills.
   b. Periodic testing after school hours.
8. Everyone should know the total fire drill plan and their roles.
   a. Evacuation routes.
   b. Alternate evacuation routes.
   c. Assignments
9. All substitute teachers should know the plan.
10. Provision for the handicapped shall be a part of the evacuation plan.

Good Housekeeping

An ounce of prevention — etc.
Fire prevention requires the following action (and more).

1. Periodic inspection of storage areas.
2. All paint products except water-based paint, must be stored in a metal locker.
3. All volatile material must be stored securely and never left unattended.
4. Gasoline, kerosene, oil and other similar volatile materials shall be stored outside the main building occupied by students and staff.
5. Gas operated machinery such as mowers and snow blowers shall not be stored in main building housing students and staff.
6. Do not use gasoline-or petroleum-based liquids indoors
7. Replace or properly repair frayed wires and loose connections immediately.
8. Do not overload wall plugs.
9. Fluids for duplicating machines are highly flammable and require extra precautionary measures. They must be kept in metal containers and kept away from open flames. Insure proper ventilation in duplicating areas.
10. Cleaning agents such as mixtures of bromides and lye are subject to spontaneous combusion.
11. Trash accumulation is a potential fire hazard.
12. Do not block spray areas of sprinkler system.

DISTURBANCES OR DEMONSTRATIONS

Prevention of possible disturbances, through, sound and relevant educational programs, and open lines of communication with students, staff, parents and community, are essential and should be a prime concern of the entire community.

The following procedures should be considered only in case of full-blown emergencies. The administrative staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

After determining that a situation is threatening to the safety of students and staff, do the following:

1. Establish a chain of command to use in case the principal is not in the building. When present, the principal is in complete charge of his/her building and facility.
2. Put into effect the prearranged individual building emergency plan.
3. Notify superintendent of schools.
   Telephone no._____
   a. Superintendent should alert police department if he or she deems it necessary.
4. Establish that superintendent's office will notify all schools in area of possible disturbance.
5. Do the following in the area of student relations:
   a. Inform students of situation through normal channels of communication.
   b. Confer with student representatives of all groups holding all points of view in order to dispel rumors, calm fears and provide as near normal operation as possible.
   c. Maintain normal classroom operation as much as possible and encourage all students to stay in class.
      (1) Keep students away from windows if disturbance is outside of building.
      (2) Tell students of any threat to their welfare that might occur if they leave building.
   d. No student or student group should be used to calm any disturbance that might place them in a situation where physical harm might occur, or that would jeopardize normal relationships with fellow students.
6. In the area of staff relations, the following should be considered:
   a. The faculty should be kept fully informed of the situation, using all available means of communication.
   b. Prearranged duties and responsibilities should be assigned.
   c. All faculty should record events that take place in their vicinity with names, time and place of events and action taken.
   d. All faculty can have a calming effect by their actions and reactions to the situation. Good judgment and reasoned action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.
   e. Administrative staff are responsible to the building principal for performing assigned duties.
   f. The custodial staff is responsible to the building principal for assigned duties. These may include:
      (1) Responsibility for physical plant, i.e., utilities, fire alarm system, etc.
      (2) Security of all entrances.
   g. The clerical staff should be responsible for the following:
      (1) Keeping essential records safe without putting themselves in danger.
      (2) Keeping the switchboard clear for emergency calls.
   h. Auxiliary staff, such as teachers, nurses, etc., remain at their assigned duties unless specifically assigned other duties by the administrative staff.
7. In the area of police relations, consider the following:
   a. The superintendent should alert the police for possible action. (Predisturbance alerting will greatly hasten police response if they are later needed. A plainclothes police officer can be assigned to observe and help.)
   b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain until called for duty.
8. In the area of community relations, consider the following:
   a. Inform parents fully of situation in schools by all possible means of communication.
   b. Organize a parental group that would voluntarily participate in attempts to calm disturbances in schools.
   c. Establish a telephone chain for speedy use of parents.
   d. Establish relations with organizations in the community and recognized community leaders so that they might help calm potentially dangerous situations.
9. In the area of news media relations, consider the following:
   a. Assign a staff person the specific responsibility for dealing with all news media. This should be a school official familiar with the news media. All news inquiries should be directed to him/her.
   b. Provide a room for press conferences.
   c. Tell news media of all decisions.
   d. Insist that news media keep cameras out of the building or that they be brought to the press room.
   e. Urge news media to present a complete and accurate picture of the disturbance rather than isolated inflammatory incidents.
   f. Make every effort to dispel rumors by using news media. Furnish reporters with all available facts.
10. If the decision to close schools is made by the administration, do the following:
    a. Inform all neighboring schools.
    b. Inform parents as quicky as possible through radio and television.
    c. Inform all students and staff.
    d. Have staff supervise dismissal.
    e. Arrange bus transportation.
    f. Inform the local police before closing to prepare them for possible disturbance in the city when students are released.
    g. Release students in groups — whenever possible — rather than all at once.

HAZARDOUS MATERIALS INCIDENT

Warning of a hazardous materials incident is usually received from the fire or police department or from emergency services officials when such incidents occur sufficiently near the school to be hazardous to the school. An overturned tanker — either a truck or a train — a broken fuel line or an incident in a commercial establishment that uses chemicals are all potential hazards if such incidents occur near the school or if the wind is carrying fumes from such incidents to the school.

Whether the incident occurs at the school or off school grounds, do the following:

1. Notify school superintendent.
2. Determine the need to leave the building.
   a. Identify at least two plans of evacuation.
3. Determine whether the students and staff should leave the school grounds.
   a. Identify alternate bus loading area.
4. Move crosswind — if necessary to evacuate the area — never directly with or against the wind, which may be carrying fumes.
5. Give first aid as necessary.
6. Notify _____ Fire Department. Telephone number_____
7. Notify _____ Police Department/Sheriff. Telephone number_____
8. Take roll.
9. Allow the principal to direct further action as required. Students and staff must not return to the school until officials have declared the area safe.

Other Considerations

Too often we are conditioned to think of hazards as existing only outside of the home or school building. The illusion of safety in the home and in schools may cause a sense of false security in the handling of potentially hazardous materials.

The attitude of "we have been doing it that way for years" is poor justification for not identifying potential dangers and taking the necessary precautionary measures to minimize or eliminate the possibility of a hazardous material incident.

The department strongly recommends that in addition to the steps taken to safeguard students against outside mishaps, the identification of potentially dangerous practices in the use of equipment and materials should also be an important consideration in the planning of an emergency preparedness program.

The publication "Guidelines for Science Facilities" listed in the "Resources" section will provide you with detailed information that may be helpful to you in planning curricula, policy and guidelines as well as an emergency preparedness program. The publication addresses such areas as carcinogens, corrosive acids, radioisotopes, ionizing radiations, laser, model rockets and other potentially dangerous devices and materials.

Identification of Possible Hazards

1. Nuclear (refer to section on nuclear emergency)
2. Industrial
   - Steel plants — noxious fumes — explosive slag.
   - Molten steel — ingots — other transported materials.
   - Coke plants — noxious fumes — explosive gases — fly ash — transporting hot coal — noise.
   - Manufacturing plants — any of the above — process chemicals — heavy industrial traffic — noise.
   - Refineries — oil — chemicals — noxious fumes — highly inflammable substances — tank farms — other storage facilities.
   - Railroads — hazardous materials in transit such as chlorine — nuclear products — acetone — acids — compressed gases — petroleum products — railroad crossings.
   - Airports — low flying aircraft — flight path — noise.
   - Mining — cave in — blasting — dust — heavy equipment.

Refer to section on "Hazard Analysis Questionnaire," pages 5,6.

NUCLEAR EMERGENCY

During both war and peace, people are frequently responsible for disaster through negligence or willful acts. Pupils in schools are subject to hazards from outside the school, such as falling aircraft, an overturned truck or derailed train, radiological accident or radioactive fallout.

You can give students a much better chance of surviving such an occurrence if you take the time to:

1. Understand the dangers.
2. Plan actions to take at the time of such an occurrence (a plan after the event is too late).
3. Coordinate nuclear emergency plans for warning, shelter and evacuation with the local and county Emergency Preparedness Coordinators.
4. Set up an advisory committee to help develop and notify parents of plans.

A. **Nuclear Emergency Plan**

1. For guidance, follow procedures set forth by the local and county Emergency Preparedness Coordinators. Comprehensive plans are available through them.
2. Decisions will have to be made concerning the following:
   a. To send students home when official emergency communications indicate there is enough time for students to arrive home before dangerous conditions develop. Notify parents where students will be held if conditions do not permit time for their safe return to homes.
   b. Shelter area(s) in this building is approved for ____ persons, and located _____

B. Planning Considerations

1. Contact the local emergency services coordinator to have your buildings surveyed for shelter areas.
   a. See that shelters are marked.
   b. Assign shelter responsibilities:
      (1) Shelter manager.
      (2) Radiological monitor.
      (3) Medical personnel.
   c. Assign shelter spaces.
   d. Hold drills.
   e. Consider supplies, i.e., existing food, water and medical supplies.
   f. Consider emergency power.
   g. Post proper warning signals and shelter movement routes.
2. If your buildings do not meet government shelter specifications, the school administrator should:
   a. Consider renovations or shelter in new construction.
   b. Develop bus transportation plans which should include alternative drivers, routes and stops. Instruct parents that their safety, as well as their children's safety, is at stake if they insist on picking up children at school.
   c. Develop communication systems so you can contact your local Emergency Preparedness Coordinator during emergencies.

What is a Nuclear Power Plant Incident?

A nuclear power plant incident is the abnormal release by a nuclear power plant of radioactive material to the surrounding countryside.

How Likely is an Incident?

The chances of a serious nuclear power plant incident occurring are remote compared to the threat of natural and other accidental disasters such as floods, tornadoes and hazardous chemical spills. Nevertheless, the Commonwealth believes that citizens should know what to do if a serious nuclear power plant incident occurs.

What are the Hazards?

A variety of industrial plants pose some hazard to the public. Usually these hazards affect only the people who work in the plants, but sometimes the general public living near industrial plants are threatened by fires, explosions and the escape of harmful liquids or gases. People living near nuclear power plants face a similar risk.

A nuclear power plant, like many industrial plants, releases water vapors from its cooling towers everyday. This water vapor is not radioactive and should cause no concern. Nuclear power plants also release small quantities of radioactive materials into the air and water under controlled conditions. These planned releases are normal and in harmless amounts. They are monitored on a continuing basis by the plant and by Commonwealth agencies.

If a nuclear power plant accident occurs, there could be a release of a large quantity of radioactive material into the water or into the air. If there is an abnormal release of radioactive material into the water, those communities downstream of the plant will be notified to stop pumping water until the radioactive material has passed by. If there is an abnormal release of radioactive material into the air, protective action you should take will depend upon the size of the release and prevailing weather conditions.

The duration of the hazard from a nuclear power plant incident could be several hours or several days depending upon the seriousness of the incident. The area affected could also vary from a few feet from the plant to a several square mile area surrounding or downwind from the plant. The hazard posed would be in the form of radiation given off by radioactive materials that could be emitted in abnormally large quantities in a nuclear power plant incident.

What is Radiation?

There is nothing new or mysterious about radiation. All of us are exposed to radiation every hour of every day of our lives. Radiation from the sky in the form of cosmic rays and from natural radiation in rocks and minerals. We breath and eat very small amounts of radioactive materials without even knowing it. For more than half a century, doctors and scientists have worked with X-rays and other forms of penetrating radiation with much medical and scientific benefit.

How does radiation affect us? Think how sunlight behaves. In the northern part of the world, the winter's slanting sun rays seldom cause sunburn, but the hotter rays of the summer sun often do cause sunburn. Still just a few moments in midsummer sun will not give you a tan or cause burning. You have to stay in the sun's direct rays for some time to get burned. A sunburn on the face and hands may hurt, but it won't seriously harm you. On the other hand, a sunburn of the whole body can make you very sick.

Similarly in this way, the harm that can come to you from radiation will depend upon the nature and power of the rays and particles that strike you, upon the length of time you are exposed to them, upon how much of your body surface is struck by them and upon how much radioactive material you breath or ingest into your body. The same dose received over a short period of time is more damaging than if it is received over a longer period. Unborn and very young children are more sensitive to radiation than are older children and adults.

Animals, including farm animals, can also be affected by radiation. Farm crops, garden vegetables and other living plants are more resistant to radiation. Plants are only affected by very high doses.

How is Radiation Detected?

Radiation cannot be detected through any of the senses, but it can be detected with the aid of instruments designed for that purpose. Experts using these instruments are continually monitoring radiation levels around nuclear power plants. If a nuclear power plant incident occurs, this monitoring will be increased to obtain accurate information for all areas that might be affected. Official information on radiation levels in your area and what actions you should take will be provided to you.

How can You Protect Yourself from Radiation?

There are two sound, simple and effective steps you can take to protect yourself if a nuclear power plant incident occurs. These steps will help reduce potential radiation exposure.

One step is taking cover or going to shelter (which means going indoors). Should a small puff of radioactive material rise from the plant and move quicky away, people within a predictable area downwind from the plant may have to go indoors and remain there until the cloud passes and the hazard no longer exists. Emergency TV and radio broadcast messages relating to the need for people to go to shelter, or "take over," will be announced to individuals in the area concerned. They will also contain specific instructions as to what you should do for your own self-protection.

Should you be directed to go to shelter, there will be several things you need to do when you get there.

1. Close all outside doors and windows and leave them that way. This will help to keep out any radioactive materials which may be outdoors. Also, turn off air intakes.
2. Efforts should be made to keep radioactive materials from getting inside your body. If you have just come in from outside, wash your face and hands, particularly before you handle or eat any food. Preferably, take a shower and wash any clothes you were wearing while in the zone exposed to radiation. If small amounts of radioactive materials happen to have gotten on your face and hands, washing will rid you of them and will help to keep you from breathing in or swallowing any of the materials. Every effort should be made to keep radioactive materials from getting inside your body where they sometimes can do most harm.
3. Take precautions with food. Immediately cover or put in your refrigerator any "open" foods not in covered containers. This will keep any radioactive materials which might seep into the house from contaminating foodstuffs. It will be safe to eat or drink anything in cans, bottles or other sealed containers.
4. Keep your radio or TV turned on and listen for further emergency instructions. Don't use the telephone — leave all lines open for emergency communications.
5. Stay in your place of shelter until you receive official notice that it is safe to go out. Special arrangements will be made by local officials to take care of school children and hospital patients. Others not at home should take the best available shelter.

The second step you may be advised to take is evacuation. In the event that larger amounts of radioactive materials escape over a prolonged period, it may be necessary for people to move out of the area and stay out until advised to return.

If it is necessary to evacuate an area, notice of need for action will come to you primarily by radio or television. The message will be announced to those people in the area and will include any special instructions which might be called for by the particular situation.

Again, special arrangements will be made to take care of school children, the sick and the disabled.

The procedures here will not be very different from those followed during a flood alert when people may be advised to evacuate their homes for a period of time until the danger from flood waters passes.

How Will You Learn of a Nuclear Incident?

How will you find out about an incident and what will you be asked to do? Should there be need for you to go to shelter or evacuate, you will be notified of the fact by radio and television broadcasts and by other means. The message — repeated as often as necessary — will be broadcasted by local stations, operating on their regular frequencies.

The incident could occur at night or other times when many are not regularly listening. To get the attention of those who do not have their sets turned on, the first emergency broadcast message will be preceded, or shortly followed by a public sounding of an "Attention Signal" on local sirens, horns or whistles. That long steady blast — not a wailing or warbling signal — **will last for three to five minutes**. It will mean, "Turn on your radio or television set and listen carefully!"

To make sure that everyone concerned "gets the word," emergency broadcast messages relating to shelter or evacuation will be repeated at frequent intervals. In addition, state and/or local police and fire departments and other agencies will act to help "spread the word." This may be accomplished by the use of sound truck bullhorns or even a knock on your door. When you receive alert information, a knock on your neighbors' doors will help to assure that everyone "gets the word."

Don't use the telephone to try to get emergency information. That seldom will bring results and it could tie up lines urgently needed for emergency operations aimed at your protection.

Always remember these key facts:

- If you hear the "Attention Signal," turn on your radio or TV set.
- Don't use the telephone.

How Would Response to a Nuclear Incident be Managed?

Each nuclear power plant licensee is required to develop an emergency plan to cope with any incident, however remote. Detailed plans have also been developed by state, county and local government to protect people living within the vicinity of the plant. If a nuclear power plant incident does occur, your government officials will act to minimize the consequences to you and your family.

However remote the possibility of an incident, the Commonwealth believes it has a responsibility to publish the basic facts and to inform people of the measures they could be advised to take.

What to do in a Nuclear Power Plant Incident

In case of a "take cover" alert, do the following:

1. Remain indoors; close all windows and doors, turn off fans and air conditioning.
2. Tune to your local radio or television station to await further instructions.
3. Do not attempt to call your friends and neighbors; this might tie up telephone lines which should be kept open.

In case of an "evacuation alert," do the following:

1. Close all doors and windows; turn off stoves, heaters, fans and air conditioning.
2. Tune to your local radio or television station to await further instructions.
3. Do not attempt to call your friends and neighbors; this might tie up telephone lines which should be kept open.
4. When instructed to do so, leave the area calmly in your or your neighbor's private vehicle on the routes designated.
5. If you do not have transportation, call your local PEMA director or police department and transportation will be provided.
6. If you do not have a place to go outside the area, a place will be provided for you in an evacuation center.

Important Telephone Numbers

Local PEMA Director: _____

Local Police Department: _____

Local Fire Department: _____

***Reproduced from "What You Should Know About Nuclear Radiation Incidents." PEMA resources.**

Summary of Procedures

What to do if you are not near a shelter

1. Take cover, go in doors.
2. Close all windows and doors.
3. Turn off all fans, ventilators, air intake or any appliance that brings in outside air.
4. Wash all clothing that was exposed to the atmosphere during incident. Do not run dryer.
5. Take a shower.
6. Cover all food products that are exposed. Place in refrigerator if possible. Anything canned or bottled is safe to eat if container surface is washed first.
7. Keep your radio or television tuned in on an information station.
8. Do not use the telephone except in case of severe illness.
9. Stay put. Do not leave your shelter until official notification of safe conditions.
10. Do not evacuate area unless officially told to do so.

SERIOUS INJURY OR ILLNESS

In case of serious injury or illness, the immediate concern is to help injured or sick students. After identification of injury or illness, the following procedures are to be used as general guidelines only:

1. Immediately contact building principal.
2. If available, get the help of the qualified first-aid person in

the building. The qualified first-aid person(s) in this building are:

Name	Location
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Upon advice of first-aid person contact a qualified physician for immediate advice, preferably given on location and not by phone.
4. The building principal **will immediately attempt to contact the parent or legal guardian.**
5. The first-aid person and building principal shall determine the seriousness of the injury. Care and consideration must be taken in helping the injured.
6. Based on the determination of the building principal, first-aid person and parent, the injured may be taken to the hospital. Depending on the seriousness of the injury, the injured may be taken to the hospital in one of the three following ways:
   a. **Parents** — the parent comes to school and transports the injured in his/her personal car.
   b. **Teacher/administrator/health aide** — after confirming with parents, teacher/administrator health aide transports the injured to hospital. Tell parents the nature of injury and ask them to which hospital they would like their child taken.
   c. **Ambulance service** — building principal gets ambulance by calling _____.
7. In cases of serious injury, call the office of the superintendent and notify the office of the type of injury, seriousness and status of situation.
8. An accident report form shall be completed for **all** injuries and forwarded to the office of the _____ within three days of the injury.

Epidemics

The usage of the word epidemic has accustomed many to associate the term with diseases that have possible fatal results.

The word as used herein is all inclusive in identifying those occurrences that effect many people at once or being excessively prevalent.

Some can be serious in terms of discomfort and time lost as may be the case in a flu or pediculosis epidemic. The less serious epidemics will usually subside with time and proper care. Other epidemics can indeed have dire consequences as may be the case with polio or German Measles.

If such illnesses are real or even suspected, attempt to get confirmation of the disease, but do not hesitate in calling the Department of Health and the Department of Education. Any delay may be crucial.

Often staff members will overreact whether the epidemic is only disconcerting or represents a real and present danger, indicating that they are confronted with the unknown or are misinformed.

Orientation and instruction may be required to condition teachers and students to better cope with infestations.

Refer to: Title 28 Pa. Code 23.83, 27.43, Vol. 15 Pennsylvania Basic Education Laws, Regulations, Standards and Circulars.

SUGGESTIONS FOR DESIGNING A SCHOOL EMERGENCY PLAN

(Summary Checklist)

It is clear that comprehensive planning is necessary in order to avoid or lessen the impact of crisis situations.

It is also evident that some pre-planning is better than none at all. In any event, no matter how detailed a plan may be, it is almost impossible to anticipate every contingency or variable that may occur during hazardous times. There are some constants, however, that should be addressed in all emergencies.

What follows surely does not exhaust the many considerations and resources necessary to those intent on devising a viable plan designed to effectively cope with school emergencies.

A usable plan needs to identify potential dangers, action-giving authority, where to find assistance and resources, what to do during a particular emergency and what not to do.

The following is a checklist of basic components that every plan of action should contain.

SCHOOL EMERGENCY PLAN

1. Authority to create a plan
   a. Local board resolution
   b. Superintendent's charge
2. Procedure — Emergency Planning Committee organized
   a. Chairperson
   b. Assistant, alternate, co-chairperson or vice-chairperson
   c. Secretary
3. Identify resources and coordinate design of plan with other community disaster plans. The plan should include:
   a. Local and County Emergency Preparedness Coordinator, Police Department, Fire Department, Health Department and Environmental Resources Agency, media, others.
   b. Department of Education, Pennsylvania Emergency Management Administration.
   c. Clearance from PDE and PEMA as to whether facilities are qualified for mass care.
   d. Warning systems
      (1) Provide for recognizable alert and warning signals for tornado, severe weather, nuclear emergency and other hazardous events
         (a) Coordinate simultaneous alert signals to superintendent's office and each building principal's office
      (2) Warnings and alerts are planned in cooperation with Local PEMA agencies, police and fire departments (others)
         (a) Tone activated receiver as described in the "Hazardous Weather Conditions" section of this planning guide (page 8). Radio should be DC or AC/DC for continuous operation in the event of power failure.
4. Evacuation routes and shelter areas
   a. Fire
   b. Tornado, hurricane
   c. Flood
   d. Hazardous material incident
   e. Bomb threat
   f. Nuclear incident
   g. Other

h. Diagram of each building by floors, showing routes, exits, assembly areas and shelter areas
i. Assignments of duties and responsibilites for administrators and others.

5. Education, training and instruction
   a. Administrators, faculty, other employes and students need
      (1) Education in personal and family survival
      (2) Training in first aid
      (3) Instruction concerning proper behavior and procedures during emergencies
   b. Custodians should have training and instruction in:
      (1) Maintenance of fire fighting equipment
      (2) Where to shut off dangerous utilities during emergencies
      (3) How to reduce steam pressure quickly and safely
      (4) Proper storage of flammable materials
      (5) Good housekeeping in attics, basements and storage rooms
      (6) Other
   c. Parents should have:
      (1) Information concerning emergency plan
      (2) Information on their roles during specific emergency situations
6. Drills
   a. Fire, tornado, nuclear incidents, etc.
   b. Regulations
   c. Behavior during drills
7. Facilities
   a. Regulations
      (1) Panic bars on exits, daily check for operation
      (2) Fire extinguisher
         (a) Positioned by responsible authority
         (b) Instruction on proper use
         (c) Inspection
   b. Sprinkler system, smoke alarms
      (1) Regular inspection
   c. Back-up power system in case of power failure
      (1) In gymnasiums, shelter areas, auditoriums and halls used at night
   d. Alarms or signal devices
      (1) Evacuation (alert, warning, etc.)
      (2) Drills
      (3) Back-up
   e. Special emergency equipment on bus
   f. First-aid
      (1) Kits
      (2) Instruction
      (3) Qualified personnel
   g. Building inspections
      (1) Fire
      (2) Shelter site
      (3) Preventive
      (4) Other
8. Provisions for change in plan
   a. Result of evaluation from practice on actual experience
   b. Recommendation of responsible agencies
9. Resource for:
   a. Planning
   b. Assistance in actual emergency situations

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